

OFFICE OF CHIEF OF RESEARCH AND DEVELOPMENT
Summary of State Board of Education Agenda Item
July 25, 2016

OFFICE OF STUDENT ASSESSMENT

03. Action: Recommended cut scores on Mississippi Assessment Program (MAP) for English Language Arts (ELA) and Mathematics grades 3-8 and Algebra I and English II End-of-Course (EOC) Assessments [Goals 1 and 2 – MBE Strategic Plan]

Background Information: On July 21, 2016, the Commission on School Accreditation (CSA) approved the recommended cut scores for the Mississippi Assessment Program (MAP). Assessments were realigned to the 2014 Mississippi College and Career Readiness (CCR) Standards beginning with the School Year 2015–2016, thus creating the need for new assessments and cut scores.

A broad representation of Mississippi educators served as panelists for each grade level band. For both ELA and Mathematics, there were approximately 60 teachers divided among grades 3-4, 5-6, 7-8, and EOC. Panelists at each grade band were tasked to provide recommended cuts for each of the five (5) achievement level categories: minimal, basic, pass, proficient, and advanced, using a common process in standard setting called “The Bookmark Method”. The recommended cuts were brought before the Policy Review Committee consisting of district superintendents, district test coordinators, and principals, and a senior policy fellow, who were tasked to further adjust the recommended cuts, if necessary.

This item references Goals 1 and 2 of the *Mississippi Board of Education Strategic Plan 2016-2020*.

Recommendation: Approval

Back-up material attached

Mississippi Assessment Program (MAP)

Establishing the Academic Achievement Standards for English-language arts and Mathematics

Dr. J.P. Beaudoin, Chief
Division of Research and Development
July 25, 2016



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Vision and Mission

Vision _____

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens.

Mission _____

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community.

2015 Mississippi Accountability Results ©MDE – Division of Research and Development 2



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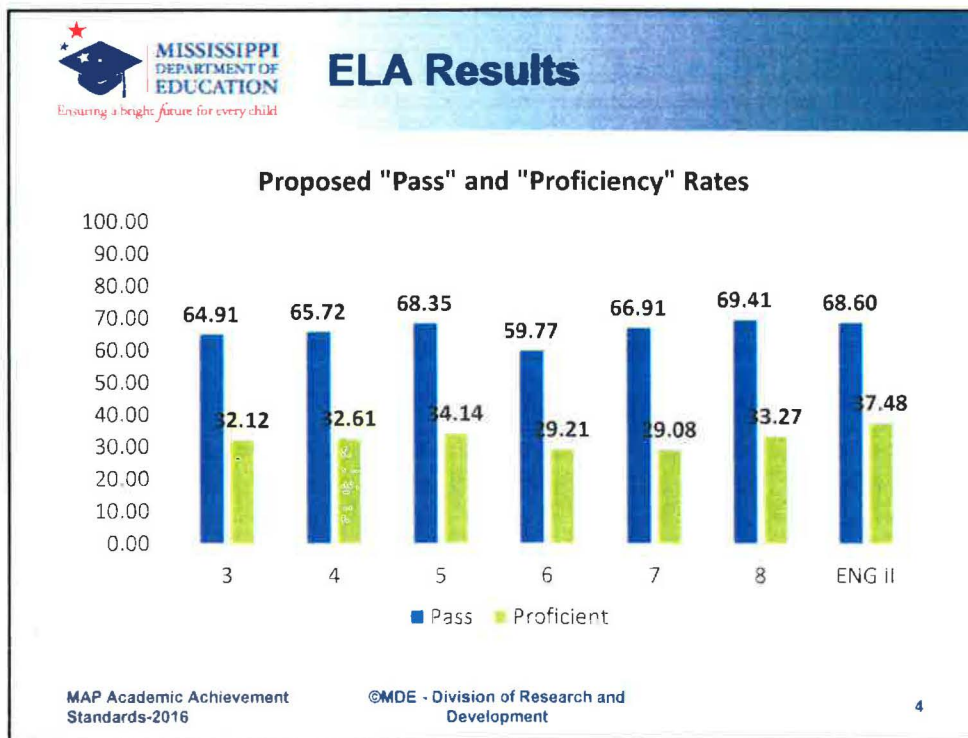
Goals of State Board of Education

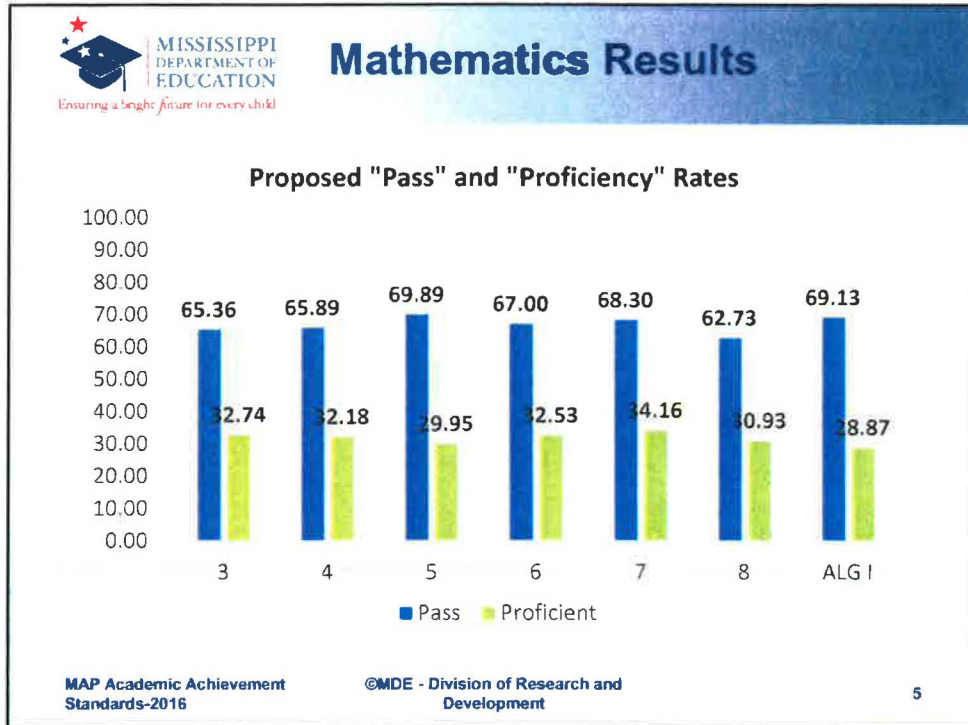
- ✓ All Students Proficient and Showing Growth in All Assessed Areas.
- ✓ Every Student Graduates from High School and is Ready for College and Career.
- ✓ Every Child Has Access to a High-Quality Early Childhood Program.
- ✓ Every School Has Effective Teachers and Leaders.
- ✓ Every Community Effectively Using a World-Class Data System to Improve Student Outcomes.

2015 Mississippi
Accountability Results

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Recommended Cut-Scores: ELA

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Grade	Minimal (Level 1)	Basic (Level 2)	Pass (Level 3)	Proficient (Level 4)	Advanced (Level 5)
3	<18	18	27	36	47
4	<18	18	27	34	44
5	<24	24	32	42	50
6	<24	24	34	45	54
7	<22	22	32	46	55
8	<22	22	29	43	55
ENG II	<21	21	29	40	52

Technical Note: The values (cut scores) are represented here as raw scores (RS)

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Recommended Cut-Scores: Mathematics

Mathematics					
Grade	<i>Minimal</i> (Level 1)	<i>Basic</i> (Level 2)	<i>Pass</i> (Level 3)	<i>Proficient</i> (Level 4)	<i>Advanced</i> (Level 5)
3	<18	18	31	42	51
4	<19	19	29	39	49
5	<13	13	20	33	44
6	<18	18	29	42	58
7	<15	15	24	36	56
8	<14	14	22	35	55
ALG I	<14	14	22	36	56

Technical Note: The values (cut scores) are represented here as raw scores (RS)


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Terminology

- **Academic Achievement Standards** – the collective body of performance level descriptors, performance level, and applicable cut-score values developed for use with criterion-referenced tests.
- **Standard-setting** – research-based approach used in the creation of academic achievement standards.
- **“Cut-Scores”** – a cut score is the minimum score a student must achieve on an assessment in order to be placed in a certain performance level, which also distinguishes one performance level from the next.

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Terminology (cont.)

- **Performance Levels** – categories assigned to specific performance on an assessment along the assessment scale/performance continuum.
- **Performance Level Descriptors** – a description of the specific knowledge and skills that a student at a given performance level should be able to demonstrate.

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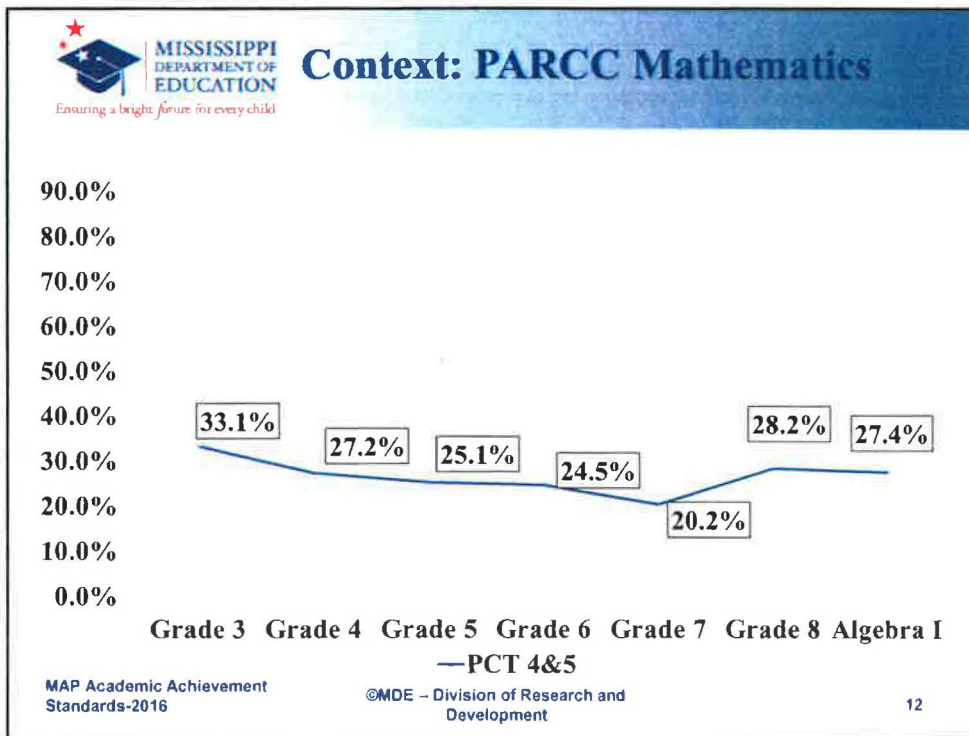
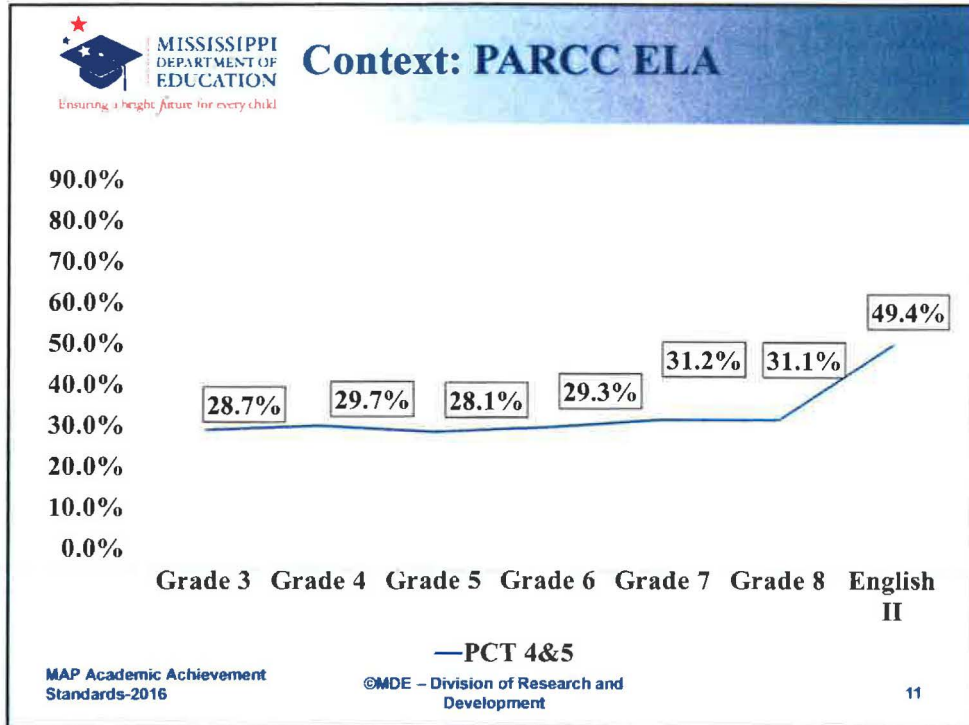


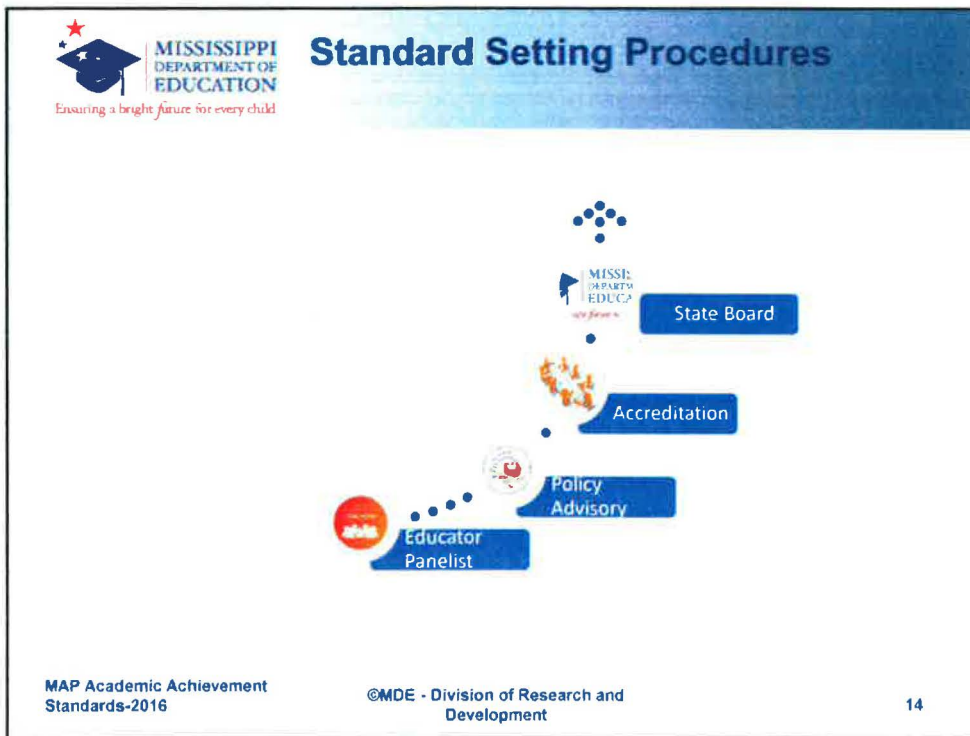
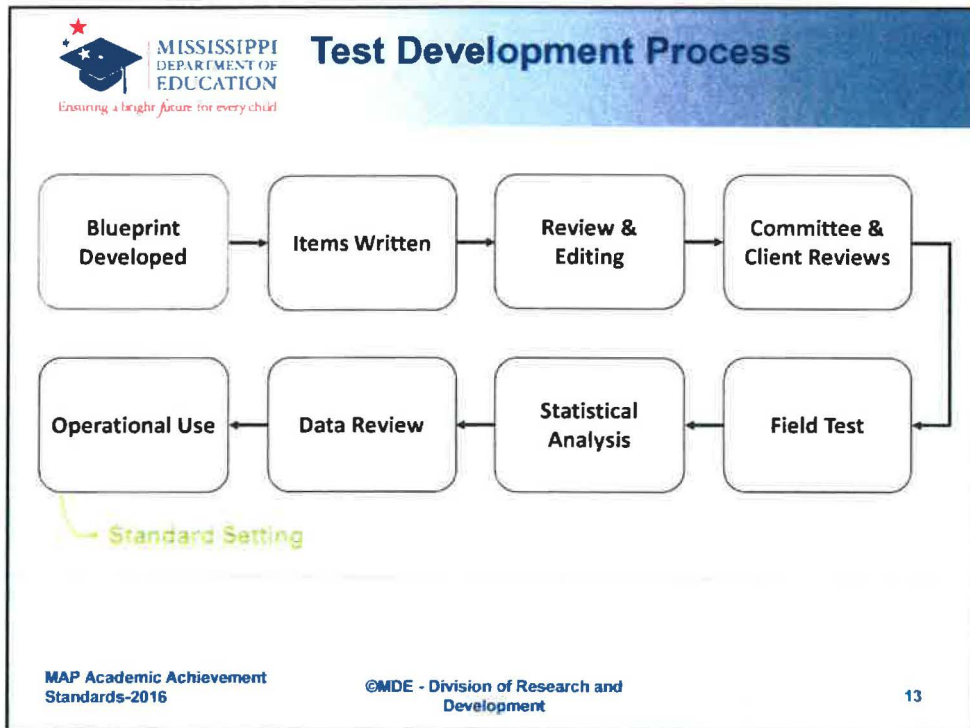
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Background

- The Mississippi Assessment Program (MAP) measures students' knowledge, skills, and academic growth from elementary through high school.
- Student progress is measured from grades 3 through 8 with annual tests in English Language Arts and mathematics and in high school Algebra I and English II.
- MAP assessments are designed to let parents know how their child is progressing, and to give teachers more information to guide instruction.

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Standard Setting Procedures

- **Purpose:** To establish recommended cut scores that distinguish the performance levels for the Mississippi ELA and mathematics Grades 3–8 assessments and the English II and Algebra I assessments.
- **Reason:** The assessments were realigned to the 2014 Mississippi College and Career Readiness (CCR) Standards beginning with SY 2015–16, thus creating the need for new assessments and cut scores.

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Standard Setting Procedures (cont.)

- Standard setting necessarily involves expert judgment and is informed by data.
- The process used to establish the recommended standards is termed “Bookmark”.
- The week of July 11th, committees of Mississippi educators broadly representative of the state met to:
 - Study the tests and performance level descriptors; and,
 - Recommend standards using an iterative process (i.e. multiple rounds of judgment, review, and discussion).
- The policy advisory group reviewed the standard-setting process and results to:
 - Evaluate the results from a policy perspective; and,
 - Provide final recommendations to the State Board of Education.

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Standard Setting Procedures (cont.)

- PLDs describe the specific knowledge and skills that a student at a given performance level should be able to demonstrate.
- Development of the PLDs:
 - PLDs were initially drafted with educator input from the design and expectations meeting in the summer of 2015.
 - Standard setting panelists reviewed the PLDs and make adjustments as appropriate.
- The PLDs, including performance labels (i.e., *minimal, basic, pass, proficient, and advanced*), which are included for SBE approval.

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Standard Setting Procedures (cont.)

- Panelists reviewed 'ordered item books' and made multiple rounds of judgments:
 - Initial review and cut score recommendations;
 - Review group recommendations, discuss, and make additional recommendations; and,
 - Review impact data and make final recommendations.
- The process also includes a review of all grades together called 'vertical articulation'.

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Standard Setting Procedures: Policy Review Committee

- The panelists primarily studied the individual tests, content standards, and performance level expectations in making their recommendations.
- This stage in the process, which was 'built-in' from the start, provided a higher-level **policy review**.
- The focus was to look at the standards holistically and consider their purposes and uses.


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Impact Data

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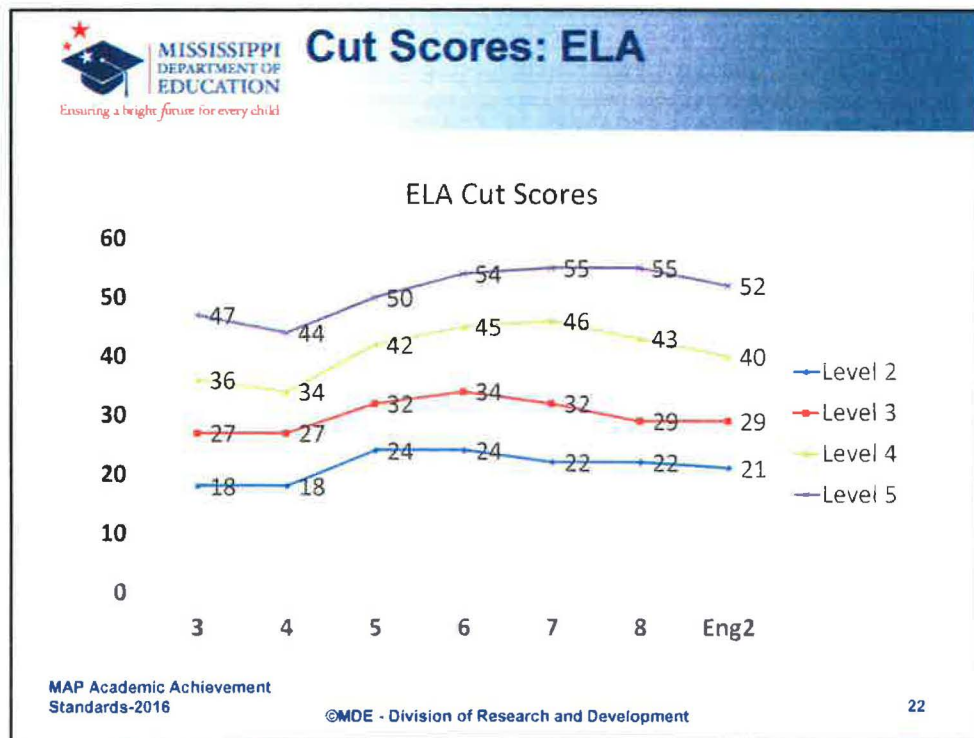
Overview: Impact Data

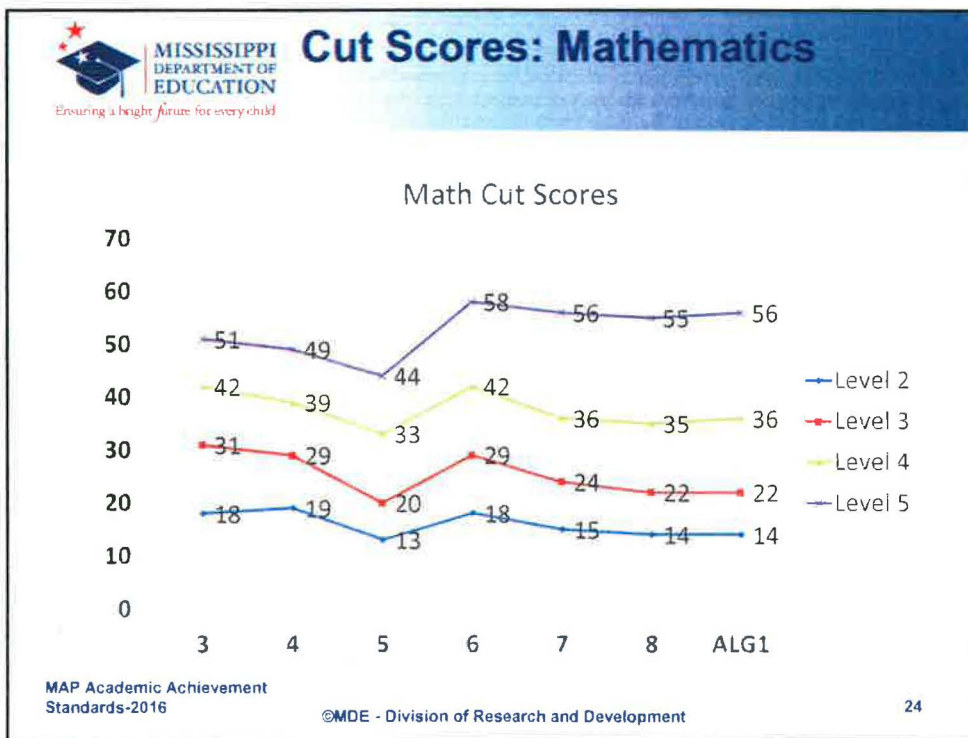
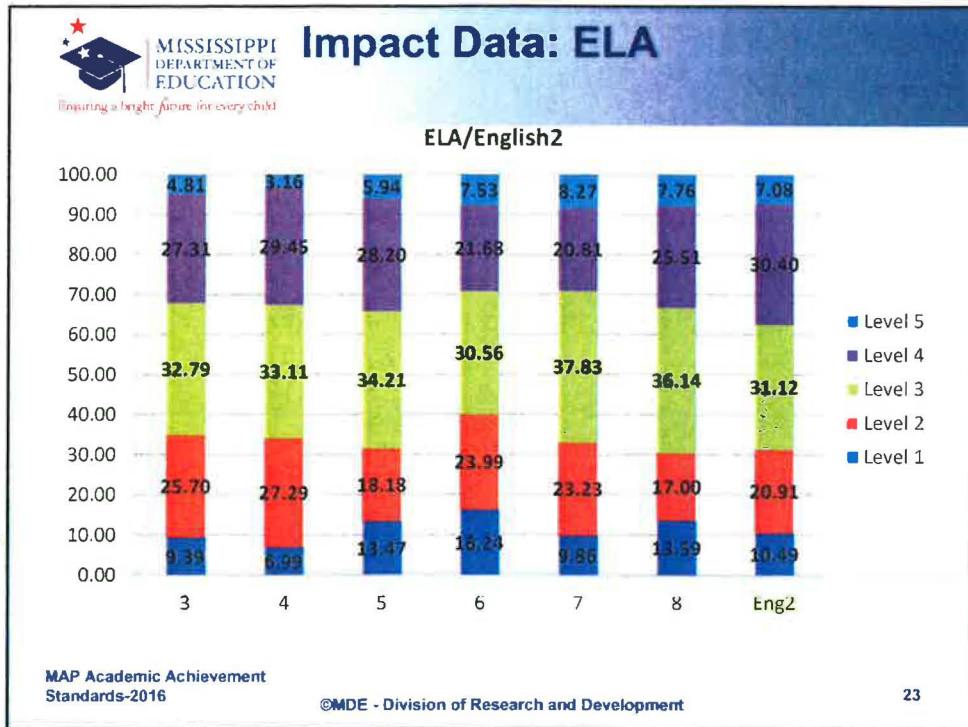
- The standard-setting panelist and policy advisory group recommended raw score (RS) values to delineate each of the five performance levels.
- The impact data was based upon all valid test-takers that participated in MAP during SY 2015-16.

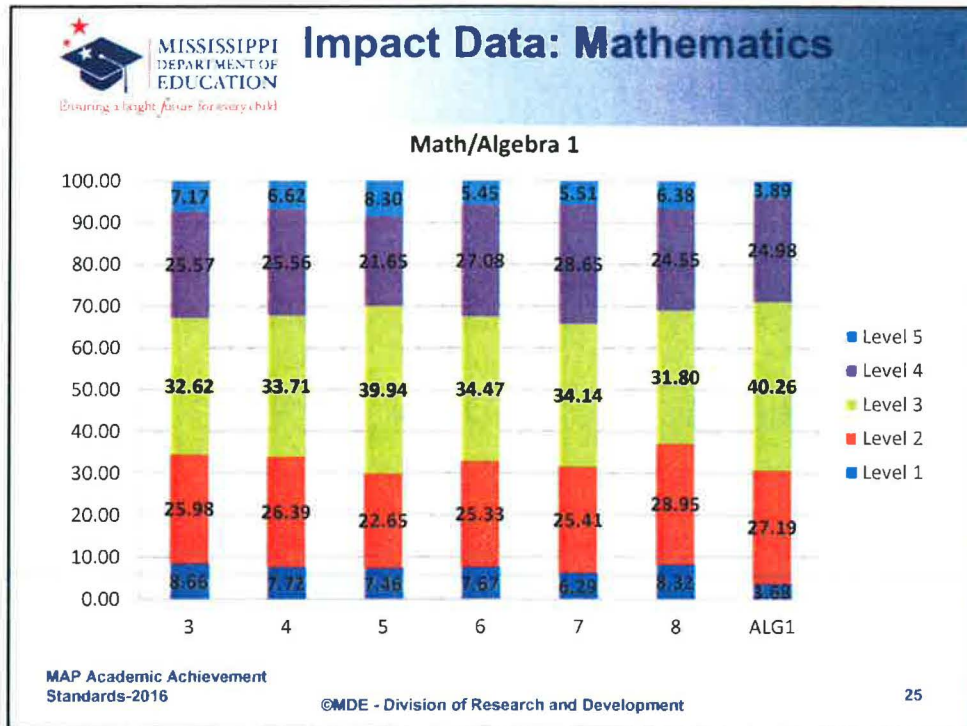
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Next Steps: Assessment Results from SY 2015-16

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Summer Milestones

- **July 26:** Preliminary MAP Data to districts
- **August 12:** Data QC window closes
- **August 18:** State-level MAP results presented to SBE
- **August 30:** Vendor published reports to parents and districts

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STANDARD SETTING PROCESS

Establishing Academic Achievement Standards for
the Mississippi Assessment Program

ABSTRACT

The enclosed material highlights the standard-setting process conducted during the month of July 2016. This research-based process follows nationally recognized best practices in order to present a recommendation to the Mississippi State Board of Education

Dr. J.P. Beaudoin
Chief, Research and Development

Mississippi Assessment Program (MAP)

-Establishing Academic Achievement Standards-

1.0 Background

Standard setting is a method utilized in the assessment process to define levels of achievement or proficiency and the corresponding cutscores for those levels (Cizek, 2012; Zieky, Perie & Livingston, 2008). A cutscore is the minimum score a student must achieve on an assessment to be placed in a certain performance level (i.e. *minimal, basic, passing, proficient, and advanced*). Standard setting involves expert judgment where decisions are informed by data. The traditional process used in standard setting is termed the “Bookmark” method (Lewis, Mitzel & Green, 1996). Standard setting is primarily a judgmental, value-based process that is used to reconcile several important, sometimes competing interests. While traditional standard setting procedures are necessarily tied to the curriculum, it is important that the standard setting process for state accountability assessments explicitly recognize and incorporate policy-based considerations, as well.

1.1 Purpose

For the Mississippi Assessment Program (MAP), the purpose of standard setting was to establish recommended cut scores that distinguish the performance levels for the Mississippi ELA and Mathematics Grades 3–8 assessments and the English II and Algebra I assessments. The assessments were realigned to the 2014 Mississippi College and Career Readiness (CCR) Standards beginning with school year (SY) 2015–16, thus creating the need for new assessments and cutscores.

1.2 Participants

A broadly representative selection of Mississippi educators served as panelists for each grade level band. For both ELA and mathematics, there were approximately 60 teachers divided among grades 3-4, 5-6, 7-8, and EOC. Upon completion of the initial three or four rounds of rating at each grade level, table leads from ELA and mathematics were invited to serve as a final set of panelists in the vertical articulation process.

1.3 Process

Panelists were introduced to the purpose and the processes of standard setting as a whole group. NAEP, consortium tests, and ACT data were presented to the panelists as supplementary resources. Panelists at each grade band were divided among the five achievement level categories. For example, table one panelists were charged with discussing the “basic” level standards, whereas, table five panelists were charged with discussing the “advanced” level standards.

The panelists were then administered their particular grade level tests in a secure online workshop tool provided by Questar. This activity provided teachers with insight into various test

item types as a means to lead a discussion regarding performance level descriptors (PLDs). Through the PLD discussion, teachers developed an idea of what standards were “barely” needed to fall into the various achievement levels.

Before the panelists started the official judgement process, the panelists were introduced to the “Bookmark” method and were allowed to practice the process with feedback from their grade level facilitators. In the workshop tool, panelists were provided with test questions ordered according to how students performed on all the items. Panelists were tasked with basically setting four “bookmarks” at appropriate skill level cuts using their professional judgement.

Official judgments for recommended “bookmarks” included at least three rounds of judgement, review, and discussion before proceeding to vertical articulation. Round one “bookmarks” were set without table discussion. Round two “bookmarks” were set following a table/group discussion of impact data. Round three “bookmarks” were set after additional discussion. A vertical articulation process was used as the final round of judgements to set recommended cutscores. In this process, table leads from all grade levels convened to compare and discuss the results from their rooms and make appropriate changes, as needed. Also, participants were asked to complete multiple evaluations of the process after each round of judgements. The evaluation included feedback about the standard setting process and performance level descriptors.

1.4 Recommendations

The recommended cutscores from the standard setting, vertical articulation procedure are presented in Figures 1-4 below.

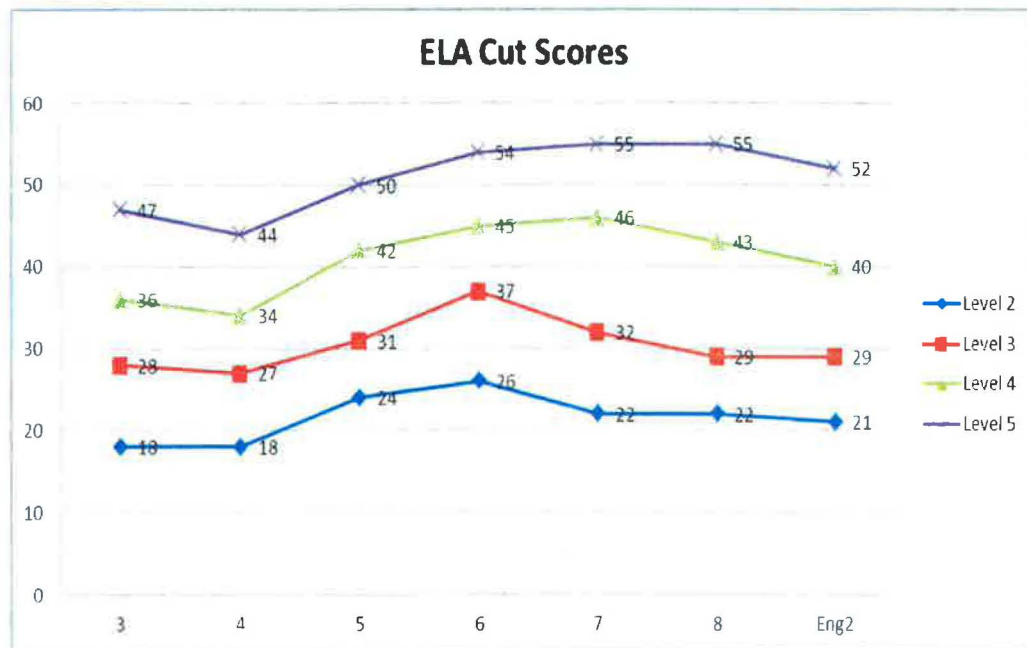


Figure 1. English Language Arts (Standard Setting Recommended Cuts)

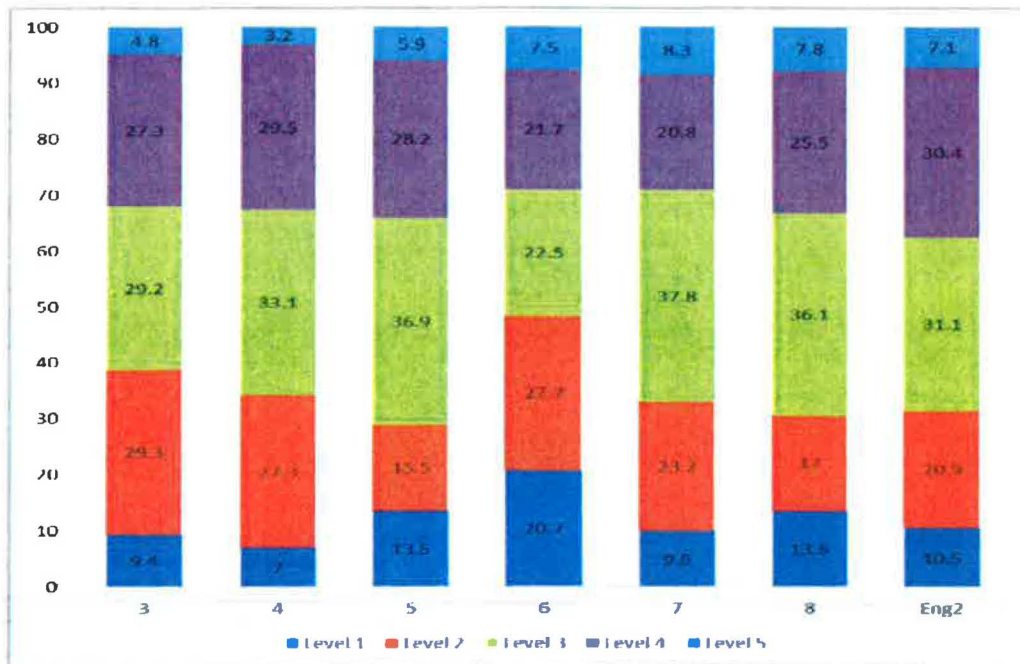


Figure 2. English Language Arts Impact Data (Percent of Students in Each Performance Level)

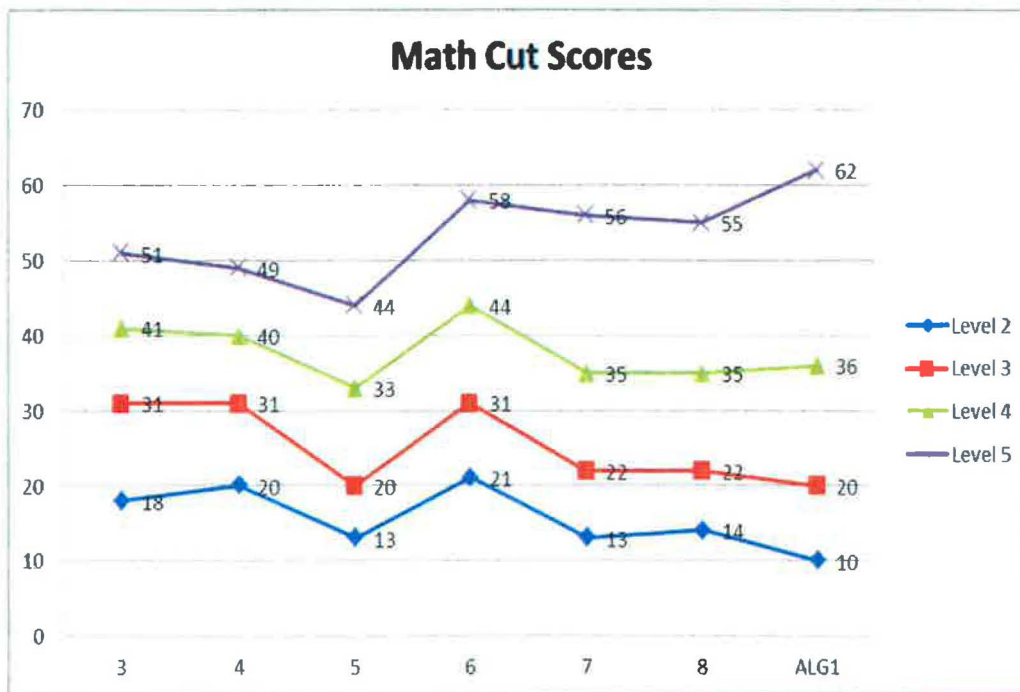


Figure 3. Mathematics (Standard Setting Recommended Cuts)

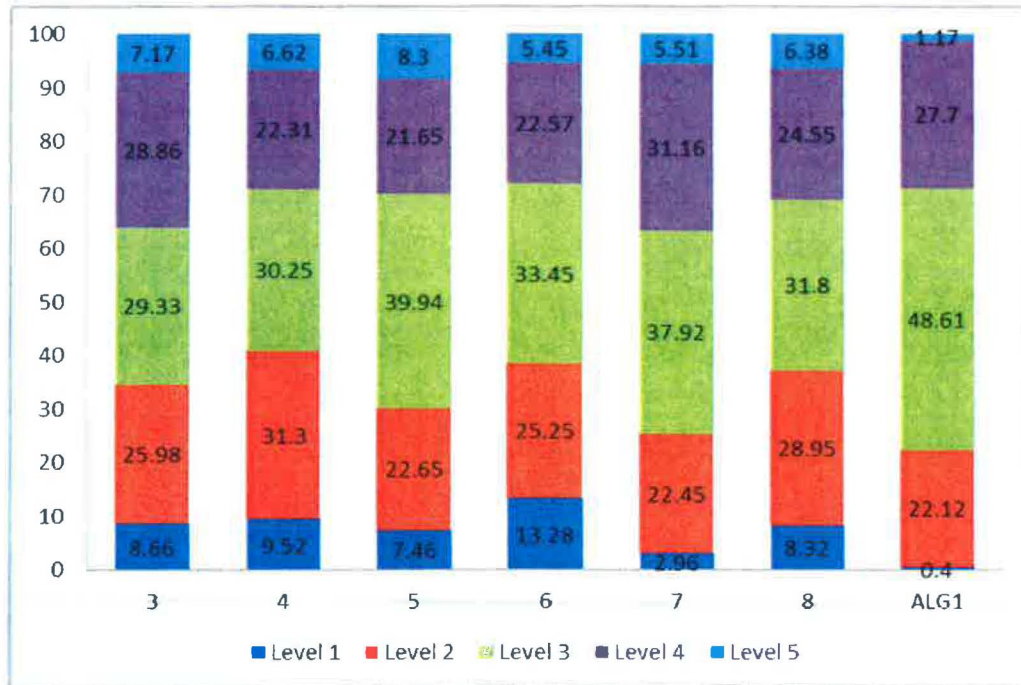


Figure 4. Mathematics Impact Data (Percent of Students in Each Performance Level)

Policy Review of Standards for Mississippi Assessment Program

2.0 Background

For the Mississippi Assessment Program (MAP), the purpose of standard setting was to establish recommended cut scores that distinguish the performance levels for the Mississippi ELA and mathematics Grades 3–8 assessments and the English II and Algebra I assessments. The assessments were realigned to the 2014 Mississippi College and Career Readiness (CCR) Standards beginning with SY 2015–16, thus creating the need for new assessments and cut scores. These new assessment results will be used for a wide array of decisions by Mississippi stakeholders. Following nationally recognized best-practices in establishing academic achievement standards (see *Standards for Educational and Psychological Testing (2014)*), the Mississippi Department of Education included in its procedures a “policy review” committee to examine the work of the standard-setting panelist.

2.1 Participants

Participants in the policy review were a diverse panel of superintendents, curriculum coordinators, principals, and other education stakeholders from across the state. There was a total of ten (10) participants. Two table leads from both ELA and mathematics were invited to offer insight into the standard setting process they went through the previous week.

2.2 Process

The focus of the meeting was to review the previous standard setting activities and recommendations from the ELA and math grade level panelists. Policy review panelists were then allowed to recommend cut scores using impact data and all appropriate external indicators. Panelists were also asked to consider relevant policy implications. These considerations included: coherence across grades and content areas, correspondence with external indicators (i.e. NAEP, consortium tests, and the ACT) and the potential impact on student and school accountability. The goal of the panel was to reach a consensus on its findings. When a consensus was not met for a particular grade level, ratings were collected, and the median rating was then used as the recommended cut score. Multiple rounds of voting were permissible at the panel's direction. Dr. Chris Domaleski, Associated Director of the National Center for the Improvement of Educational Assessment and Chair of the Mississippi TAC, served as the facilitator for the policy review process.

For both ELA and mathematics, the facilitator reviewed the standard setting recommendations. Policy review participants examined the cut scores and the percent of students who would achieve the target performance levels based on the cut scores. Then, panelists were invited to provide holistic feedback on the standards and suggest where adjustments may be appropriate and why. The policy panelists were allowed to review PLDs and test content during the process. Two teacher representatives from both the ELA and mathematics standard settings were available to answer content related questions and provide rationale. Following this, the panelists were asked to review the results for each grade/test. The panel was asked to do one of the following:

1. Affirm the proposed standards by consensus.
2. Adjust the proposed standards by consensus.
3. Make recommendations by submitting individual ratings. If either option one or two are not selected by ALL panelists, option three will be exercised.

After the ratings, the panelists voted by consensus to make an adjustment. They were allowed to ask for another round of ratings if needed. No more than two rounds of ratings were allowed to be completed for each grade/test. Participants were asked to complete an evaluation of the process before adjourning. The evaluation included feedback about the recommendations of the review panel.

2.3 Final Recommendations

The recommended cut scores from the recommended cut scores from the policy review panel are presented in Figures 5-8 below. These recommended cut scores and their associated performance level descriptors were then presented to the Commission on School Accreditation during a special call meeting on July 21, 2016.

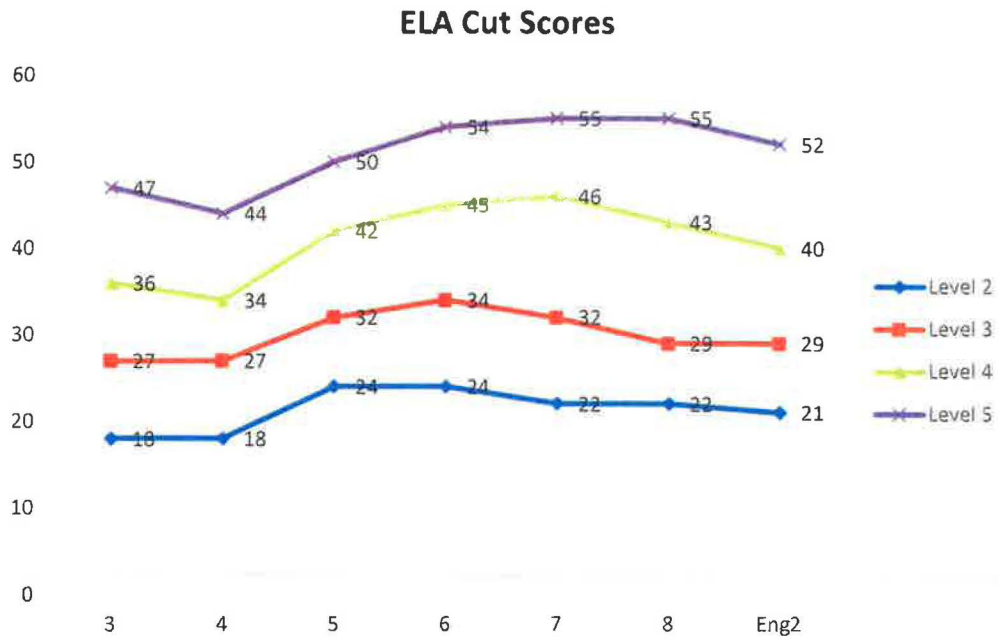


Figure 5. English Language Arts (Policy Review Recommended Cuts)

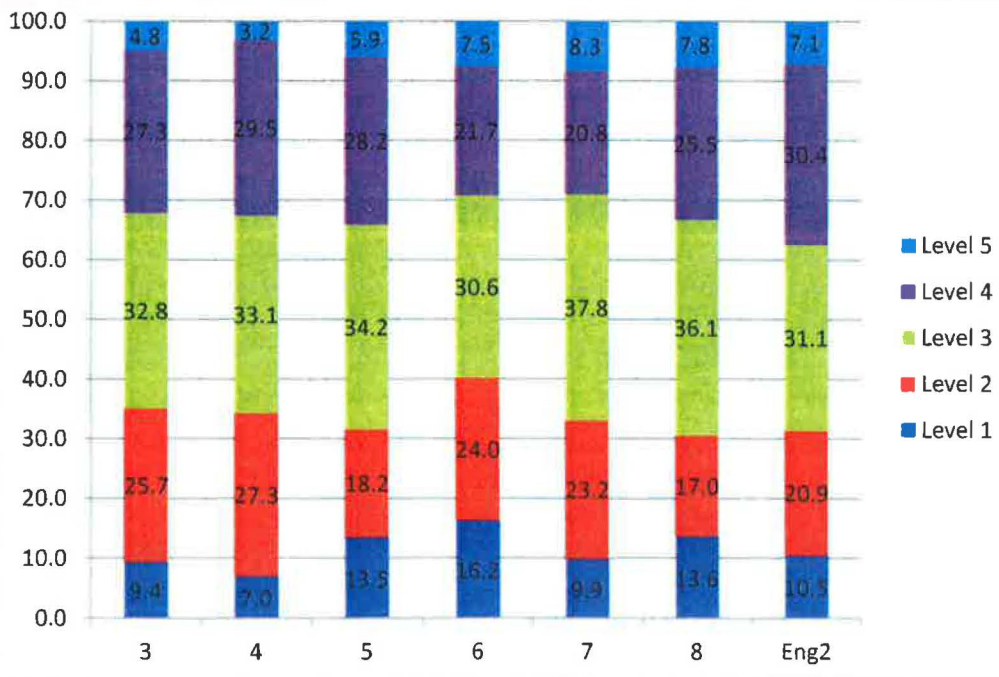


Figure 6. English Language Arts Impact Data (Percent of Students in Each Performance Level)

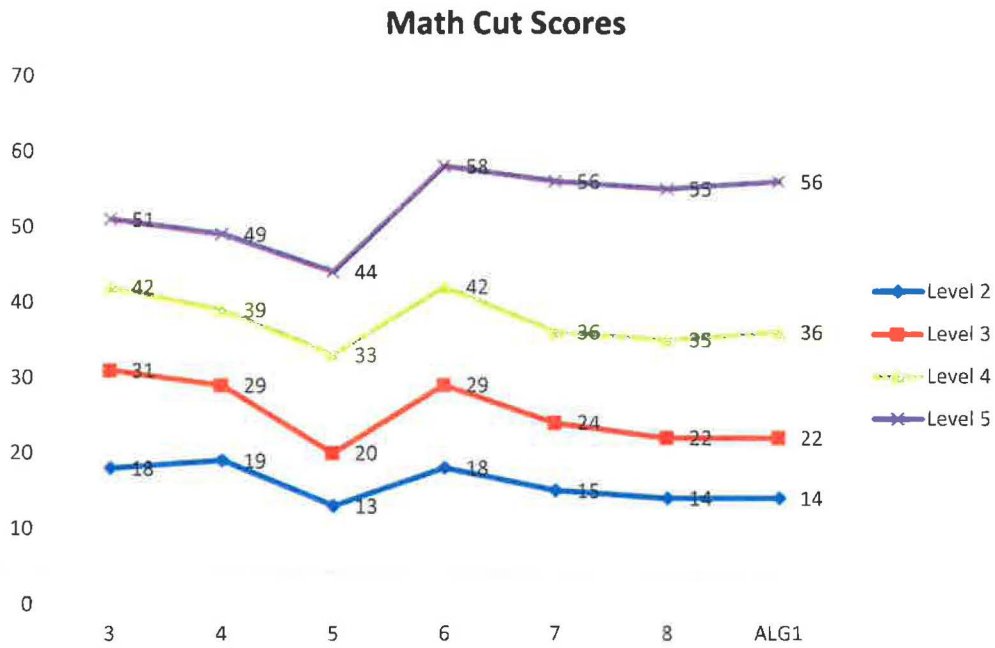


Figure 7. Mathematics (Policy Review Recommended Cuts)

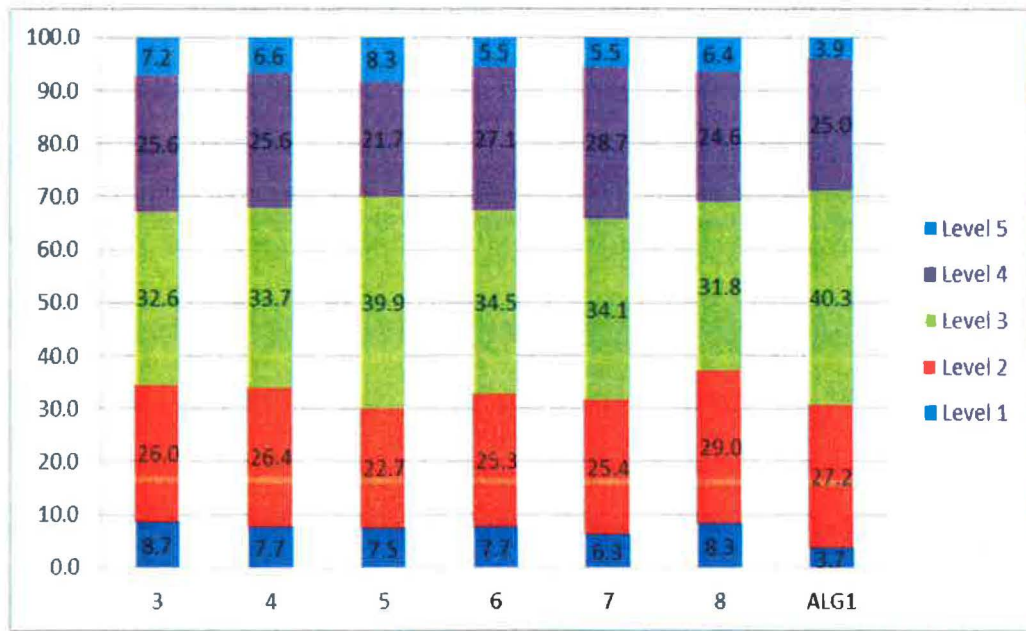


Figure 8. Mathematics Impact Data (Percent of Students in Each Performance Level)

APPENDIX A:
PERFORMANCE LEVEL DESCRIPTORS
Performance Level Descriptors (PLDs)
ELA Grade 3

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
ELA Grade 4

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
ELA Grade 5

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
ELA Grade 6

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
ELA Grade 7

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
ELA Grade 8

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
English II

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
Math Grade 3

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
Math Grade 4

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
Math Grade 5

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
Math Grade 6

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
Math Grade 7

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)
Math Grade 8

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Performance Level Descriptors (PLDs)

Algebra I

Minimal

A student performing below the Basic level inconsistently demonstrates the knowledge or skills that define basic level performance.

Basic

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area. These students are able to perform some of the content standards at a low level of difficulty, complexity, or fluency as specified by the grade-level content standards.

Passing

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform approaching or at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Proficient

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area. These students are able to perform at the level of difficulty, complexity, or fluency specified by the grade-level content standards.

Advanced

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area. These students are able to perform at a high level of difficulty, complexity, or fluency as specified by the grade-level content standards.

**APPENDIX B:
STANDARD-SETTING PANELIST**

Name	District	School	Title	Race	Gender
Marion			Literacy		
Margarot-Hern Ashley	Vicksburg-Warren	Central Office	Coach	W	F
Robinson	North Bolivar	IT Montgomery North Forrest Elementary School	Teacher	B	F
Blair Lenoir	Forrest County		Teacher	B	M
Carie Lyall*	Madison County	Madison Station	Teacher	W	F
David Tutor *	Nettleton	Central Office	SpEd Director	W	M
Dawn Hairald Kimberlee	Nettleton	Nettleton Primary	Lead Teacher	W	F
Alexander	Greenville	Webb Elementary School	Teacher	B	F
LaTonya Slater	Tupelo	Central Office	Curriculum Literacy	B	F
Nikki Pippen	MDE	MDE	Coach	W	F
Whitney Capps	Union Municipal	Union Elementary	Teacher	W	F
Brandie Freed * Shannon	Aberdeen School District	Central Office	Director of Reading	W	F
Anderson *	Biloxi	Jeff Davis Elementary Oxford Intermediate School	Teacher	B	F
Andi Terri * LaShana	Oxford		Teacher	W	F
Middleton	North Panola	Green Hill	Teacher	B	F
Karey Alegria Benjamin	Karey	Central Office	Specialist	W	F
Barlow	Rankin	Highland Bluff	School Admin	W	M
Chandrae Wade	Gulfport	Pass Road Elementary	Teacher	B	F
DeShanda Riley	Greenville	Weddington Elementary	Lead Teacher	B	F
Meredith Myers Precious	Petal	Petal Upper Elementary	Teacher	W	F
Redmond Shalanda McCullum	Cleveland	D.M. Smith Middle	Teacher	B	F
White Sharon	Natchez-Adams	Morgantown College Prep	Teacher	B	F
Thompson Stacey	Pascagoula-Gautier	Trent Lott Academy	Teacher	B	F
Chapman	Houston	Houston Middle School	Teacher	W	F
Wanda Jackson	North Tippah	Falkner Elementary	SCD Teacher	W	F
Willie Reece	Grenada	Grenada Middle School	Teacher	B	M
Pam Briscoe * Amanda Moore *	Grenada	Central Office East Union Attendance Center	Lead Teacher	W	F
Cody Brooks	Union County	South Jones High School	Teacher	W	F
Donna Jones	Jones County Columbus Municipal School District	Central Office	Administrator	B	F
Gloria Jamison	Yazoo County	Yazoo County Middle School	Teacher	B	F
Jason Eifling *	JPS	Bailey APAC	Teacher	W	M

Jennifer Carver	Starkville Oktibbeha		Instructional		
Jennifer Mock	Consolidated School District	Central Office	Coach	W	F
*	North Panola	Central Office	Asst. Superintendent	W	F
Jonathan Sandig	Covington County	Carver Middle School	Teacher	W	M
LaShanda Garrett	Tupelo	Tupelo Middle School	Teacher	B	F
Lisa Hadden	Rankin County	Northwest Rankin Middle	Teacher	W	F
Mike Lott	Perry County	Runnelstown Elementary	Principal	W	M
Miranda Kincaid *	Louisville	Louisville High School	Lead Teacher	O	F
Shelia Garrett	Lee County	Shannon Middle School	Teacher	W	F
			ELA		
Vivian Malone	Gulfport	Central Office	Specialist	B	F
Jeannie Brock	Benton	Ashland Middle	Teacher	W	F
		Kosciusko Junior High			
Lisa Crosby	Kosciusko	School	Teacher	W	F
Chasidy Burns *	Clinton	Clinton High School	Teacher	W	F
James King#	George County	Central Office	DTC	W	M
Melissa Knippers #	Golden Triangle Early College High School	Golden Triangle Early College High School	Teacher	W	W
Sandra Oliver#	Jefferson County	Jefferson County High School	Teacher	B	F
Tawanza Domino	JPS	Jim Hill High School	Curriculum Specialist	B	F
Marisa Atkinson *#	Lafayette County	Lafayette High School	Teacher	W	F
		Ocean Springs High School			
Lori Brennan#	Ocean Springs	Pontotoc Ridge Career and Technical Center	Teacher	W	F
Jason Varnon#	Pontotoc County		Instructional Specialist	W	M
Virena Simmons#	Poplarville	Poplarville High School	Teacher	B	F
John Johnson	Scott County	Morton High School	Principal	B	M
		Taylorsville Attendance Center			
Melissa Todd	Smith County		Teacher	W	F
LaDewayne Harris#	South Pike	South Pike High School	Teacher	B	M
Sarah Chandler#	West Point	West Point High School	Teacher	B	F
Gerald Johnson#	West Tallahatchie	West Tallahatchie High School	Teacher	B	M
*-Table leads					
#-Needs					
Hotel					

Name	District	School	Position	Race	Gender
Christy Bennett **	DeSoto	Central Office	Math Specialist	W	F
Cristin Ware	Yazoo County	Linwood Elementary	Teacher	B	F
Dawn Watts #	Picayune	Nicholson Elementary	Teacher	H	F
Jacqueline Moore#	Stone County	Stone Elementary	Teacher	B	F
Jana Crane#	Tishomingo	Iuka Elementary	Teacher	W	F
Jennifer McDonald#	Meridian	Harris Lower Elementary	Teacher	W	F
Kari Johnson	Canton	Canton Elementary	Content Specialist	B	F
Keta Owens#	Laurel	Maddox Elementary	Teacher	W	F
Kim Price *	Clinton	Northside Elementary	Teacher	W	F
Lateeah Grady-Keller **	West Jasper	Bay Springs Elementary	Teacher	B	F
Marla Dunn#	Pascagoula-Gautier	Center for Teaching and Learning	Curriculum Specialist	W	F
Misty Houston#	South Panola	Batesville Intermediate	Teacher	W	F
Otis Miller	JPS	Lake Elementary	Lead Teacher	B	M
Patches Calhoun **	Oxford	Della Davidson Elementary	Teacher	W	F
Terilyn Smith#	Columbus		Curriculum		
Anna Lang#	Municipal	Stokes-Beard Elementary	Coordinator	B	F
April Daniels#	Lamar County	Oak Grove Lower	Teacher	W	F
Brad Mixon#	Hattiesburg	NR Burger	Interventionist	B	F
Candies Cook **	Booneville	Booneville Middle School	Administrator	W	M
Christi Wall	Oxford	Oxford Intermediate School	Teacher	B	F
Jason Hamilton#	Clinton	Eastside Elementary	Teacher	W	F
Karin Bowen *	Wayne County	Waynesboro Middle School	Teacher	B	M
Kim Ward#	Rankin	Brandon Middle School	Teacher	W	F
Kimberly Brumley#	South Panola	Batesville Middle School	Teacher	W	F
Lana Byrd	Tupelo	Milam Elementary	Teacher	W	F
Luke Daniels **	Rankin	Florence Middle	Teacher	W	F
Teetee Braxton	Petal	Petal Upper	Teacher	W	M
Nicole Gillespie#	Vicksburg Warren	Warren Central Junior High	Teacher	B	F
Teresa Banks#	Lee County	Shannon Elementary School	Teacher	B	F
Wendy Bond **	MVSU	MVSU-Institution for Effective Teaching Practice	PD Supervisor	B	F
Darius Harris	Poplarville	Middle School of Poplarville	Teacher	W	F
Geneen Russell	Bolton Edwards Elementary				
Jennifer Gaston#	Hinds	Middle School	Teacher	B	M
Jennifer McDevitt	JPS	Peoples Middle School	Teacher	B	F
Johanna Hughey **	Coffeeville	Coffeeville Elementary	Teacher	B	F
Kristen Schrimshire#	Rankin	Northwest Rankin Middle School	Teacher	W	F
Melissa Burge **	Rankin	School	Teacher	W	F
Michal Ann Brown#	Long Beach	Long Beach Middle School	Asst. Principal Instructional	W	F
Rachael Magee#	Quitman City	Quitman Junior High School	Facilitator	W	F
Robert Cook **	Picayune	Picayune Jr. High School	Teacher	W	F
	Houston	Houston Middle School	Teacher	W	F
	Biloxi	Biloxi Jr High	Teacher	B	F
	Tupelo	Tupelo Middle School	Principal	W	M

Sharron Moffett #	Perry County	New Augusta School	Teacher	B	F
Veronica Wylie	Crystal Springs	Crystal Springs Middle School	Teacher	B	F
Claire Gennin #	Poplarville	Middle School of Poplarville	Teacher	W	F
Tommie Birch#	Cleveland	D.M.Smith	Math Coach	B	M
Shirley Gowan	Simpson	Mendenhall Jr High School	Teacher	W	F
Carol Ladner#	Gulfport	Central Office	Curriculum Specialist	W	F
Carshena Conner *#	Columbus	Columbus High School	Teacher	B	F
Stephanie Cayson#	New Albany	New Albany High	Teacher	W	F
Donna Smith#	Meridian	Meridian High School	Teacher	B	F
Jamel Boatman	Canton	Canton High School	Teacher	B	M
Julie Riales *#	Grenada	District Office	Curriculum Specialist	W	F
Kenneth Hardy#	Lauderdale	Clarkdale High School	Principal	W	M
LaShea Cirlot *#	Jackson County	East Central High School	Teacher	W	F
Michelle Buckley*#	Jones County	Central Office	Math Coordinator	W	F
Pamela Franklin	Rankin	Central Office	Curriculum Specialist	B	F
Susan Jarvis#	Ocean Springs	District Office	Coordinator	A	F
Suzanne Jennings#	Pascagoula- Gautier	Center for Teaching and Learning	Curriculum Specialist	W	F
*-Table leads					
#-Needs Hotel					



**APPENDIX C:
POLICY COMMITTEE**

**Policy Review of Performance Standards
for the Mississippi Assessment Program (MAP)**

**Cabot Lodge Millsaps
2375 North State Street
Jackson, MS 39202**

July 18, 2016

Agenda

- | | | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------|------------------|
| 9:00 a.m. | Registration
Richard Baliko | Kimberly Jones & |
| 9:15 a.m. | Welcome and Introductions
& Walt Drane

Opening Remarks – Briefly Discuss Purpose and Roles
Overview of MAP Program | J.P. Beaudoin |
| 9:45 a.m. | Review the MAP Standard Setting
& Walt Drane

Process and Results | Chris Domaleski |

10:30 a.m. Overview of the Policy Review Process Chris Domaleski
& Walt Drane

Discuss steps in the process

Review Rating Form

11:00 a.m. ELA Review Chris Domaleski, Miranda Kincaid, &
Chasidy Burns

Review performance level descriptors

Present results and impact data

Discuss external indicators

Committee Ratings and Recommendations by Grade

12:30 p.m. Working Lunch

1:15 p.m. Math Review Chris Domaleski, Karin Bowen,
LaShea Cirlot

Review performance level descriptors

Present results and impact data

Discuss external indicators

Committee Ratings and Recommendations by Grade

2:45 p.m. Review final recommendations for ELA and Math
Chris Domaleski

3:15 p.m. Wrap-Up/Complete Evaluations Chris Domaleski &
J.P. Beaudoin

4:00 p.m. Adjourn



**Policy Review of Performance Standards
for the Mississippi Assessment Program (MAP)**

Participants

Outside MDE

NAME	DISTRICT	POSITION
Teri Edwards	Lauderdale County	District Test Coordinator/K-4 Curriculum Director
Todd English	Booneville	Superintendent
Barbara Flore	West Bolivar Consolidated	Curriculum Director/ District Test Coordinator
Brian Foster	Newton County	Director of Curriculum & Assessment
Kim LaFontaine	Pearl Public	Assistant Superintendent
Jo Ann Malone	MS School for the Blind	Superintendent
LaTonya Robinson	Oxford	Principal
Shannon Vincent	Moss Point	Superintendent
Christopher Williams	Ocean Springs	Assistant Superintendent
Chris Domaleski	Center for Assessment	Psychometrician
Jay Lee	Questar	Psychometrician
Lisa Rose	Questar	VP State Solutions

MDE Staff

NAME	POSITION
Richard Baliko	NAEP Coordinator
J. P. Beaudoin	Chief, Research and Development
Elizabeth Cook	Math Content Specialist
Walt Drane	Executive Director
Kimberly Jones	Logistics and Operations Officer
Vincent Segalini	Assessment Director